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ABSTRACT

The first section of this paper concerns definitions and concepts of multicultural education, multiculturalism, and the means of achieving cross-cultural functioning. Section 2 deals with the major objectives of multicultural education. These objectives are discussed in relation to the introduction of concepts of multicultural education into the curriculum for the preparation of educators. The third section focuses on strategies to help educators apply concepts of multicultural education in various areas within an educational milieu. Specifically, the strategies are textbook analysis and selection, and teacher behavior. Specific techniques for textbook and illustration analysis are included. (Author/JD)

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MULTICULTURAL EDUCATION FOR EDUCATORS

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ABSTRACT

The two major goals of this paper are: (1) To provide educators with knowledge of the WHAT and WHY of multicultural education as it applies to the preparation of teachers and (2) To provide educators with the knowledge of HOW to incorporate multicultural education in the curriculum on the elementary and secondary levels. This paper consists of three sections to achieve these goals.

Section 1 - The WHAT addresses definitions and concepts of multicultural education, multiculturalism, and the means of achieving cross-cultural functioning.

Section 2 - The WHY deals with the major objectives of multicultural education. These objectives are discussed in relation to introducing the concepts of multicultural education into the curriculum for the preparation of educators.

Section 3 - The HOW focuses on strategies to help educators apply concepts of multicultural education in various areas within an educational milieu. Specifically, the strategies are the following: (1) Textbook Analysis and Selection, and (2) Teacher Behavior.

Section I - WHAT

Multicultural education is a very important topic for educators to address. "No one should make the claim of being educated until he or she has learned to live in harmony with people who are different." (Wilson as cited in Cole, 1987) Is the previous quotation referring to people of different colors, religions, height, or socio-economic groups? A constitutional statement of the Council for Exceptional Children defines people who are different as, "those multicultural groups, who, because of racial or ethnic origin, constitute a distinct and recognizable entity in our society." (Article XVII -Definitions, October, 1987)

The American Association of Colleges for Teacher Education has endorsed multi-ethnic teacher education. Its policy statement reads in part: "Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools merely tolerate cultural pluralism. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see the differences as a positive force in the continuing development of a society which professes wholesome respect for the intrinsic worth of every individual." (Gollnick & Chinn, 1986)

The National Council for Accreditation of Teacher Education gives this definition: "Multicultural education is

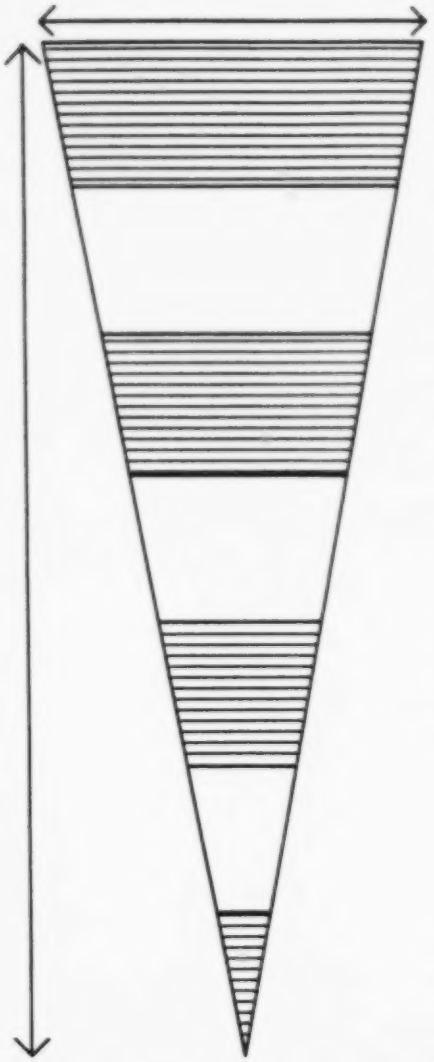
preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. This preparation provides a process by which an individual develops competencies for perceiving, believing, and behaving in different cultural settings. Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society." (Banks, 1981)

An in-depth analysis of the previous definition leads us to believe the importance of this concept in one's total education. It is through this particular avenue that one would be able to achieve multiculturalism: "a state in which one has mastered the knowledge and developed the skills necessary to feel comfortable and communicate effectively (1) with people of the culture encountered and (2) in any situation involving groups of people of diverse cultural backgrounds." (Gollnick & Chinn, 1986, p. 19)

By including multicultural awareness in the educational curriculum, teachers can help young people lead meaningful, purposeful lives in this American pluralistic society. Multicultural education can become the tool by which a community recognizes and participates in its rich heritage.

The state of achieving multiculturalism entails a step-by-step process. Banks (1981) proposes that multiculturalism

is achieved when an individual has reached the highest level of cross-cultural functioning. An understanding of the concept of cross-cultural functioning and how it is achieved is shown in the following diagram. (Banks, 1981, pp. 28-29)


Level IV:
The Individual Is Completely Assimilated into the New Ethnic Culture
Level III:
The Individual Is Thoroughly Bicultural
Level II:
The Individual Begins to Assimilate Some of the Symbols and Characteristics of the "Outside" Ethnic Group
Level I:
The Individual Experiences Superficial and Brief Cross-cultural Interactions

*** Levels of Cross-Cultural Functioning**

* Banks, James A. Multiethnic Education: Theory and Practice, Allyn and Bacon, Boston, Massachusetts, 1981. Reprinted by permission of the publisher.

Perhaps the best way to understand the four levels of cross-cultural functioning is to cite the following examples. A person from another country arrives in the U.S. and eats his first hamburger. This represents Level I, the first encounter with a different culture, on a brief, superficial basis. As this person begins to speak English and becomes familiar with some of the American ways of life, he begins to assimilate some of the characteristics of the new culture into his behavior and style of dress. This individual is now at Level II of cross-cultural functioning. When this person becomes more fluent in English and more confident of practicing the new ways of life, he has reached Level III. When the individual communicates accurately, behaves comfortably, and projects his personality with ease, he has become completely assimilated into the new culture and is now at Level IV of cross-cultural functioning.

According to Banks (1981), there are eight variables of group behavior that can be used to conceptualize, measure, and determine the levels of behavior of individuals or groups and the levels of their competency in cross-cultural functioning. These variables consist of language and dialects, nonverbal communication, cultural elements, perspectives and world views, behavioral styles and nuances, ethnic values, methods of reasoning and validating knowledge, and ethnic identification.

Section II - WHY

The best response to an in-depth understanding of what we are trying to achieve by introducing multicultural education to educators is the WHY, which is best stated in the goals of multicultural education. (Gollnick & Chinn, 1986, pp.255-56)

Multicultural education purports to help all students to:

1. learn basic academic skills
2. acquire a knowledge of the historical and social realities
3. overcome their fear of differences that leads to cultural misunderstandings and intercultural conflicts
4. function effectively in their own and other cultural situations
5. value cultural differences among people and to view differences in an egalitarian mode rather than in an inferior-superior mode
6. understand the multicultural nation and inter-dependent world in which they live

An acknowledgement and understanding of the goals of multicultural education is an important segment in achieving multiculturalism. Educators need to acquire further knowledge about multiculturalism and how to achieve these goals by incorporating it through various areas in the curriculum.

Section III - HOW

The HOW of multicultural education presents some procedures in which concepts can be incorporated in the education of teachers. Two areas within an educational setting in which multicultural education can be applied

include: textbooks analysis and selection, and teacher behavior. (Gollnick & Chinn, 1986, p. 297)

The major emphasis is on textbooks and instructional materials since this is an area in an educational setting in which students acquire information more readily. Educators' familiarity with the strategies on how multiculturalism can be introduced in textbooks and other instructional materials will help facilitate introduction of these multicultural concepts. Therefore, to determine whether books reflect the concepts of cross-cultural functioning as well as multiculturalism, educators should acquire knowledge of the step-by-step process of textbook selection and analysis of illustrations.

Textbook Analysis and Selection

First, the technique of selecting books with multicultural perspectives is a key point in this process. It is important to understand the guidelines to be considered when selecting books and other instructional materials such as resource books or handbooks. Specifically, when selecting a textbook, illustrations or pictures should be examined carefully to determine whether stereotyping is reflected in the book. The following guidelines would be helpful for teachers examining illustrations in any textbook to avoid stereotyping. (Lewis, 1977, pp. 27-28)

1. Adults of a particular culture are shown in a variety of occupational, labor, and responsibility roles . . .

2. A variety of interior-exterior settings that reflect conditions of the minority population as a whole
3. Multi-ethnic characters with facial features and body postures that are "alive" and demonstrate expressions compatible with the situation
4. Characters of a particular culture with varying skin hues, with a range of hair colors, hair textures, and styles, with variations in lips, eyes, nose and in body builds
5. Illustrations should avoid the stereotypes that are overtly or subtly inherent in depictions of a particular culture

It should be remembered that the guidelines mentioned above may not be present in any one book. It is the educator's tact and professional judgment that should further guide him/her in selecting a particular book with illustrations and pictures that are not stereotyped. In this manner, books are selected to meet the particular needs of students in acquiring the concept of multiculturalism. Then, once a book is finally selected, the next step is to analyze the illustrations in the book.

Illustration or Picture Analysis

Illustrations in books play a significant role in teaching concepts, including the goals of multiculturalism. Students are most often attracted to books through their illustrations or pictures. There seems to be some magnetic forces in illustrations to motivate students to read books. Concepts of cross-cultural functioning and multiculturalism can be taught through intelligent analysis of illustrations in books. Lewis (1975) suggests applying the following three techniques in analyzing illustrations.

Technique 1: Determine if there is an adequate percentage of illustrations showing people of the particular culture.
Technique 2: Determine if there is an adequate percentage of illustrations showing people of the particular culture as central characters.
Technique 3: Determine if the illustrations reflect the physical features of a particular people.

Educators should be able to employ these techniques to determine that the book contains and promotes the perspectives of multiculturalism. The following instructions should be used in technique 1.

Technique 1

1. Starting from the cover of the book, count each picture that includes people. Illustrations of animals and inanimate objects are not included in this count.
2. Make a record of your count on the form (Figure 1).
3. Go back to the first page of the book and count the pictures that show people of a particular culture.
4. Reflect the number from item 3 in the specified space in the form for technique 1.
5. Compute the figures from items 2 and 3 and follow the specific directions in the Technique 1 Form to complete the process of determining that there is an adequate percentage of illustrations of a particular culture.

Figure 1

Technique 1
Analysis of Illustrations/Pictures

I Total number of pictures or illustrations that include people. _____

II Total number of pictures or illustrations showing people of a particular culture. _____

A. Divide the total number of pictures or illustrations showing people of a particular culture (number II) by the total number of pictures or illustrations that include people (number I).

B. Obtain the percentage by multiplying the number obtained in A by 100.

III. Check the space below that corresponds to your obtained number. This criterion of percentages can be used as a suggested guide in determining whether there is an adequate percentage of illustrations or pictures of people of a particular culture in a book.

FOR TEXTBOOKS			FOR RESOURCE BOOKS
50 - 100% _____	Excellent percentage of illustrations that show people of a particular culture	_____	70 - 100%
20 - 50% _____	Standard percentage of illustrations that show people of a particular culture	_____	40 - 69%
less than 20% _____	Inadequate percentage of illustrations that show people of a particular culture	_____	less than 40%

Educators involved in this process of analyzing illustrations may set their own criterion as to what may constitute an adequate percentage of illustrations of people of a particular culture. The important factor is to consider the specific group of people in the culture under analysis.

The process of determining whether illustrations or pictures reflect an adequate percentage of people of a particular culture in books is resolved therefore through Technique 1. Final determination of using a book is not completed yet. It is important to determine whether people of a particular culture depicted in illustrations are shown as central or non-central characters. To accomplish this task, Lewis (1977) provided the steps included in Technique 2.

Technique 2

A. Classify each of the illustrations including people of the particular culture as either showing them as central or non-central characters. This classification should be reflected in a specific form (Figure 2), according to the following definitions:

1. Central Characters: The central characters are people in the picture whom you notice first, who are usually in a central or prominent position, and who frequently are in active rather than passive postures. More than one person in an illustration may be classified as a central character. If illustrations show an interaction of people, such as a conversation, both of the people involved in the conversation may be considered as central characters.

2. Non-Central Characters: All persons in the picture who are not central characters will be considered non-central characters. They may be listeners or observers or people in the background of the illustrations.

B. The following specific guidelines for classification of character portrayal should be considered in determining central and non-central characters in illustrations:

1. If two or more people are interacting with each other and if their interaction is the main feature of the illustration, all characters are classified as central characters.

2. If other people are in the background observing the interaction of the main characters, these observers are classified as non-central characters.

3. If all characters in the illustrations are engaged in the same activity, without any characters being more distinctive than others, classify them all as central characters.

4. If there is only one person portrayed in the illustration, this person is a central character.

5. If people of a particular culture are shown both in a central and non-central role, check both columns.

Figure 2

Technique 2
Checklist of People of a Particular Culture:
Central and Non-Central Characters

Illustration Picture No.	Page No.	Central Character	Non-Central Character
1.			
2.			
3.			
4.			
5			
6			
7			
8			
10			
11			
12			
13			
14			
15			
TOTALS		_____	_____

(Note: This form may be expanded to list as many pages as needed for the number of illustrations or pictures.)

To complete Technique 2, Lewis (1977) listed the following instructions to determine if there is an adequate percentage of illustrations showing people of a particular culture as central characters:

1. Look up the total number of pictures showing people of the particular culture (Item 2 in Fig. 1, Technique 1).
2. Divide the number of illustrations that show people of a particular culture as central characters (Total in column 3, Figure 2, Technique 1).
3. Obtain percentage by multiplying the quotient by 100
4. Check the space that corresponds to your answer:

_____ 50 - 100%
Excellent percentage of illustrations that show people of the particular culture as key figures.

_____ 20 - 50%
Standard percentage of illustrations that show people of the particular culture as key figures.

_____ Less than 20%
Inadequate percentage of illustrations that show people of the particular culture as key figures.

The third technique is more complicated compared to Techniques 1 and 2. The analysis of physical features in an illustration or picture requires some judgment. Therefore, it is important that educators involved in this process are knowledgeable of the features of people of a particular culture they are analyzing in the illustrations. Answers to the following questions will serve as guidelines to complete Figure 3 in order to determine if the illustrations reflect the real physical features of the people of a particular culture. (Lewis, 1977)

Technique 3

1. Does the complexion color of the character(s) have warmth and liveliness--rather than appearing dull?
2. Do the characters of the particular culture display more than one skin hue?
3. Are the facial features (nose, mouth, etc.) of the characters representative of the appearance of some people in the particular culture?

4. Are the hair coloring, texture, and styles representative of some people in the particular culture?
5. Are the facial and bodily expressions of the characters compatible with the story situations?
6. Are the illustrations overly exaggerated that may cause a child to be embarrassed or a child from a different culture to laugh because of their demeaning nature?

Figure 3

Technique 3
Realistic Representation of Features of People of a Particular Culture

The following criteria may be used to determine if the illustrations reflect a realistic representation of the features of people of a particular culture. Complete this after answering the previous six questions.

Check the appropriate space:

_____ Good representation of features of people of a particular culture	_____ If items 1-5 are all checked yes
_____ Adequate representation of features of people of a particular culture	_____ If 3 of the items were checked yes
_____ Inadequate representation of features of people of a particular culture	_____ If item 6 is checked yes

Figure 4 provides a summary of information based on Techniques 1, 2, and 3. This information provides ratings for the book selection process and analysis of illustrations using the three techniques described earlier. It is through this summary sheet that a final decision in adapting a textbook or resource materials will be based to insure that concepts of multiculturalism are reflected in this area of the educational setting.

Figure 4

Summary Sheet
(Lewis, 1977)

Book Title_____ Author_____

Publisher_____ Date_____ Location_____

Instructions: Use the results of the information on Techniques 1, 2, and 3. Reflect your scores in the appropriate spaces.

Procedure	Area Score	Check Appropriate Space			Points Book Received
Technique 1	Illustrations showing people of the particular culture	Excellent	____ =	10	
		Standard	____ =	5	
		Inadequate	____ =	0	_____
Technique 2	Illustrations showing people of the particular culture in central positions	Excellent	____ =	10	
		Standard	____ =	5	
		Inadequate	____ =	0	_____
Technique 3	Illustrations reflect physical appearance of people of the particular culture realistically	Good	____ =	10	
		Standard	____ =	5	
		Inadequate	____ =	0	_____

Total Score _____

Point Range	Book Rating
24 - 30	Excellent _____
15 - 22	Standard _____
0 - 14	Inadequate _____

Teacher Behavior

Teachers are the best agents in disseminating ideas, concepts and other significant information in an educational setting. They set examples through their verbal and non-verbal behavior as reflection of their knowledge of multiculturalism. They are strong forces to assist students in their quest for knowledge, in their pursuit of specific academic skills, and in their desire to lead a full, happy life in a community composed of people coming from diverse cultural backgrounds.

Teachers also have the responsibility in achieving the goals of multicultural education, which in general is to prepare culturally literate citizens. Gollnick and Chinn (1986) state that in preparing culturally literate citizens, teachers have specific roles in helping students develop:

> . . . good self-concept and self-understanding; sensitivity to the understanding of others; ability to perceive and understand multiple sometimes conflicting cultural and natural interpretations of and perspectives on events, values, and behaviors; ability to make decisions and effective actions based on multicultural analysis and synthesis; and pride in self and respect for all people. (p. 30)

Teachers are super forces in an educational setting and can be so instrumental in achieving the goals of multicultural education. Through their daily contact with students, administrators, colleagues, and other staff members, teachers' positive behavior toward achieving multiculturalism is of utmost importance.

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